

## Kindergarten Curriculum Overview

### Reading:

#### I. Building a Community of Readers

- Instructional strategies and Frameworks
- Readers love to explore print (books, posters, songs, poetry, signs, labels, morning messages, etc.).
- Readers know how to take care of books.
- Readers know how print works.
- Readers discuss the books they are reading.

#### II. Developing Comprehension to Support Emerging Reading

- Readers begin to understand characters, plot, and setting by hearing books read aloud to them.
- Readers understand that reading is about telling a story.
- Readers monitor comprehension while listening to or viewing literacy selections.
- Readers determine important ideas and messages in informational texts that are read to them.

#### III. Learning About Meaningful Sounds and Words

- Emerging readers understand that print represents language.
- Emerging readers develop knowledge about the alphabet.
- Emerging readers develop knowledge about sounds of letters and words.
- Emerging readers learn to read and understand words.
- Emerging readers use their letter/word knowledge as well as illustrations to read simple texts.

#### IV. Understanding Through Listening and Talking

- Readers listen to learn.
- Readers talk to learn.

#### V. Learning About Different Types of Text

- Readers understand poetry, songs, and nursery rhymes.
- Readers understand fiction.
- Readers understand non-fiction.
- Readers acquire new vocabulary.

### Writing:

The kindergarten writing curriculum follows the program outlined in *Kidwriting: A Systematic Approach to Phonics, Journals, and Writing Workshop* by Eileen Feldgus and Isabell Cardonick. (Wright Group/McGraw-Hill, 1999)

- Beginning with Journal Writing
- Creating Successful Environments for Beginning Writers
- Start Writing on the First Day of School
- Writing Workshop Across the Curriculum
- Assessment

## Spelling & Writing Conventions:

### **Capital Letters and Punctuation:** (from *New Standards: Primary Literacy Standards*)

- At this stage, kindergartners are not expected to show any regularity in—or an awareness of—punctuation and conventions.

### **Spelling:** *From New Standards: Primary Literacy Standards*

- Students independently create text with words that an adult can decipher.
- Students reread their own text, with a match between what they say and the words they have written on paper.
- Students pause voluntarily in the midst of writing to reread what they have written (tracking).
- Students leave spaces between words.
- Students control for directionality (left-to-right, top-to-bottom).
- Students represent words frequently with the initial consonant sound.

## Handwriting:

*The goal of handwriting instruction is to enable students to produce legible writing in a reasonable amount of time. We believe the best instructional technique is the “motion model” accompanied by guided practice. This model requires the teacher to **demonstrate** the motor tasks involved in correctly producing each letter, and to monitor students’ attempts to write.*

- The kindergarten handwriting curriculum is based on the instructional framework and methodologies of *Handwriting Without Tears*.

## Math:

Taken from the Kindergarten *Everyday Math* goal sheet:

### **Number and Numeration** (PA Standard 2.1)

- **Understand the meanings, uses, and representations of numbers.**
  1. Count on by 1s to 100; count by 2s, 5s, and 10s and count back by 1s with number grids, number lines, and calculators.
  2. Count 20 or more objects; estimate the number of objects in a collection.
  3. Model numbers with manipulatives; use manipulatives to exchange 1s for 10s and 10s for 100s; recognize that digits can be used and combined to read and write numbers; read numbers up to 30.
  4. Use manipulatives to model half of a region or a collection; describe the model.
- **Understand equivalent names for numbers.**
  5. Use manipulatives, drawings, or numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names of whole numbers up to 20.
- **Understand common numerical relations.**
  6. Compare and order whole numbers up to 20.

### **Operations and Computation** (PA Standard 2.2)

- **Compute accurately.**
  1. Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of 1-digit whole numbers.
- **Make reasonable estimates.**
- **Understand meanings of operations.**
  2. Identify join and take-away situations.

### ***Data and Chance (PA Standard 2.6)***

- **Select and create appropriate graphical representations of collected or given data.**
  1. Collect and organize to create class-constructed tally charts, tables, and bar graphs.
- **Analyze and interpret data.**
  2. Use graphs to answer simple questions.
- **Understand and apply basic concepts of probability.**
  3. Describe events using *certain*, *possible*, *impossible*, and other basic probability terms.

### ***Measurement and Reference Frames (PA Standard 2.3)***

- **Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.**
  1. Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.
  2. Identify pennies, nickels, dimes, quarters, and dollar bills.
- **Use and understand reference frames.**
  3. Describe temperature using appropriate vocabulary, such as *hot*, *warm*, and *cold*; identify a thermometer as a tool for measuring temperature.
  4. Describe and use measures of time periods relative to a day and week; identify tools that measure time.

### ***Geometry (PA Standard 2.9)***

- **Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.**
  1. Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
- **Apply transformations and symmetry in geometric situations.**
  2. Identify shapes having line symmetry.

### ***Patterns, Functions, and Algebra (PA Standard 2.8)***

- **Understand patterns and functions.**
  1. Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play, “What’s My Rule?” and other games.
- **Use algebraic notation to represent and analyze situations and structures.**
  2. Read and write expressions and number sentences using the symbols +, -, and =.

## **Science:**

**Wood & Paper:** *Students are introduced to a wide variety of woods and papers in a systematic way. They will observe the properties of these materials and discover what happens when they are subjected to a number of tests and interactions with other materials. Students learn that wood and paper can be recycled to create new forms of paper or wood that have new properties. Finally, they use what they know about the properties of these marvelous materials as they change wood and paper into a variety of products. Throughout the module, students have ample opportunities to compare different kinds of wood, different types of paper, and wood and paper. The concept of trees as natural resources is introduced. develop a curiosity and interest in the physical world around them.*

- Develop a curiosity and interest in the physical world around them.
- Observe and describe properties of different kinds of wood and paper.
- Compare different kinds of wood and paper to discover how they are alike and how they are different.

- Observe interactions of wood and paper with water and other substances.
- Become aware of natural resources in our world.
- Communicate observations.
- Acquire the vocabulary associated with the properties of materials.

**Animals Two By Two:** *provides young students with close and personal interaction with some common land and water animals. Appropriate classroom habitats are established, and students learn to care for the animals. In four activities the animals are studied in pairs. Students observe and care for one animal over time, and then they are introduced to another animal similar to the first but with differences in structure and behavior. This process enhances opportunities for observation, communication, and comparison.*

- Develop a growing curiosity and interest in the living world around them.
- Observe and describe the structures of a variety of common animals—fish, snails, earthworms, isopods, and chicks.
- Compare structures and behaviors of different pairs of animals.
- Observe interactions of animals with their surroundings.
- Communicate observations and comparisons.
- Acquire the vocabulary associated with the structure and behavior of animals.
- Handle animals carefully, and participate in the care and feeding of classroom animals.

## **Environment & Ecology: (a required unit for all kindergartners)**

### **Change**

- We use our senses to discover the world around us.
- We change and changes take place all around us in the natural world.
- A pond is a natural habitat, and changes take place at the pond.
  - Skills include:
    - Students use senses to observe and describe the world around us.
    - Students describe how they change over time.
    - Students describe changes in weather, time, and seasons.
    - Students recognize how living things grow and change.
    - Students describe a pond.
    - Students describe some changes that happen at the pond.

**Key PSSA Vocabulary for Science and Environment & Ecology:** change, shelter (habitat), seasons

## **Social Studies:**

### **Assessments:**

- Likes vs. Dislikes
- School Rules
- Community Helpers

### **Citizenship: Who Am I?**

- Getting to know my family, my classmates, and myself
- Getting to know a caring school community (class, school, neighborhood)

### **History: Who Came Before Me?**

- Remembering Native Americans
- Remembering American heroes

### **Global Awareness: Who Are My Neighbors?**

- Discovering cultural similarities and differences

- Discovering cultural traditions and holidays

**Geography: Where Do I Belong?**

- Exploring means of transportation
- Exploring geographical terms

**Character Education:**

- SASD Character Education Curriculum: *Respect, Citizenship, Responsibility, Fairness, Caring (Gratitude), Trustworthiness(Honesty), Perseverance, Wisdom & Humility*